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The Foreign Language Innovative Curricula Studies (FLICS) was a three-year curriculum development project sponsored by Title III of the Elementary and Secondary Education Act. The emphasis of Title III was upon innovative and exemplary programs which could be used to develop and demonstrate curriculum constructs most needed in various areas of the total school curriculum. The Foreign Language Curriculum Committee defined four problem areas: (1) the larger number of children entering Michigan schools speaking a language other than English which was being lost through lack of use: (2) the emerging impact of hardware upon the foreign language classroom without appropriate software to result in effective teaching: (3) the need to insure that once an innovative program is created, the atmosphere and resources within a school system are conducive to the maintenance of such change: and (4) the lack of appropriate materials and approaches available in advanced language courses and the need for a humanities approach in this area. A description of the Bibligual Curriculum Development Program, the Learning Laboratory Program, the Associated Staff Training Program, and the materials produced by the FLICS Project are presented in this report. For further information on this project, write: Dr. James McClafferty, Humanities Teaching Institute, Michigan State U., East Lansing. (AMM)

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FOREIGN LANGUAGE INNOVATIVE CURRICULA STUDIES

Summary Report

A state-wide Title III, ESEA project sponsored by the Ann Arbor Board of Education and aided by the Center for Research on Language and Language Behavior, University of Michigan, USOE 3-7-704431 (056).

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Lansing, Michigan

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A project is people . . . 0.1

The Foreign Language Innovative Curricula Studies (FLICS) was a three-year curriculum development project sponsored by Title III of the Elementary and Secondary Education Act. It began at a state-wide curriculum meeting held at Boyne Mountain, Michigan, in October of 1965. In examining the various titles of the act, the Foreign Language Curriculum Committee of the State Department of Education decided that the thrust of E.S.E.A. Title III seemed to be the most relevant to the objectives of foreign language teaching. At that time the emphasis of Title III was upon innovative and exemplary programs which could be used to develop and demonstrate curriculum constructs most needed in various areas of the total school curriculum. With this in mind the Foreign Language Curriculum Committee defined four problem areas:

1. The larger number of children entering Michigan schools speaking a language other than English which was being lost through lack of use. Tangential to this was the problem of the child's lack of English skills, which caused difficulties for him in his normal progress through school.
2. The emerging impact of hardware upon the foreign Language classroom without appropriate software to result in effective teaching.
3. The need to insure that once an innovative program is created, the atmosphere and resources within a school system are conducive to the maintenance of such change.
4. The lack of appropriate materials and approaches available in advanced language courses and the need for a humanities approach in this area.

From October of 1965 until February of 1966 many people were instrumental in the writing of a project that would deal with the identified needs. Invaluable assistance was given by Dr. Harlan Lane and Dr. Robert Tarte of the Center for Research on Language and Language Behavior at the University of Michigan in Ann Arbor. The State Foreign Language Consultant, Mrs. Barbara Ort, encouraged and contributed to the efforts in this developmental endeavor. Mr. James McClafferty, the Director of Foreign Language Student Teaching at Wayne State University was the central figure in the development and finalization of this project. Other members of the curriculum committee, particularly Mr. Bryce Forester of the Lansing Public Schools helped develop ideas for the organization of the project.

The project was submitted in February of 1966 and funded in June of that year through the Ann Arbor Public Schools. At that time Mr. McClafferty became overall Project Director, and four program directors were appointed. Mr. Donald Dugas of the University of Michigan assumed the responsibility for the Bilingual Curriculum Development Program, Mr. Harry Regenstreif was appointed as Director of the Learning Laboratory Program, Dr. George Geis of the University of Michigan became the Director of the Associated Staff Training Program, and Mr. George Eddington, of the Grosse Pointe Public Schools, became the Director of the Humanities-in-French Program. Later that year, Mr. Richard Benjamin

of the University of Michigan was appointed as Director of Evaluation. In the summer of 1967, Mr. Ralph Robinett of Dade County Public Schools, Florida assumed the responsibility for the Bilingual Curriculum Development Program and focused the program in the direction of creating materials for students speaking either Spanish or non-standard English at the kindergarten level.

The Foreign Language Curriculum Committee was utilized as an advisory council and their interest and counsel was of immeasureable help. Support and interest was expressed from the beginning of the planning of the project by Miss Marilyn Jean Kelly, former French teacher and presently a re-elected member of the State Board of Education. Dr. Ira Polley, Superintendent of Public Instruction, was advised of the development of the project and has continually expressed interest in it. Mr. Don Goodson, Coordinator, E.S.E.A. Title III, was most helpful during the planning and developmental stage. His counsel and advice throughout the project contributed to the success of the endeavor.

With ideas...

The ideas which involved people in the project and moved many to contribute so much time and effort are best described by the programs that the ideas resulted in. Descriptions of the four main FLICS programs follow.

The purpose of the Bilingual Curriculum Development Program was to develop materials needed to enable the linguistically disadvantaged kindergarten child to learn standard English as a second language or as a second dialect. New findings in linguistics, especially recent dialect studies, and in the conceptual development of young children, have been used to develop oral language materials to teach standard English as a second dialect. Children in rural and urban settings who speak non-standard dialects need teachers and materials to help them develop the language skills which ensure successful entry into the mainstream curriculum.

A number of procedures have been used to develop the more than forty bilingual and bidialectal programs now in operation in Michigan. Consultant services, supervision of curriculum writing teams, and teacher workshops from pre-school through secondary level have been extensively used. Hundreds of teachers have been trained and thousands of minority group children, Mexican-American, Negro and white, residents and migrants, are being helped to acquire the dialect of instruction.

The Learning Laboratory Program aimed at demonstrating that

new materials in an individual study carrel can provide teachers a functional means of helping students achieve new instructional goals. Four major activities in the program have been the development of (1) an automated learning carrel,(2) two-year individual study junior high and high school programs in French and Spanish art, music and social studies, (3) non-foreign language instructional programs to be used in the carrels and (4) a demonstration center for equipment, furniture, the new instructional software and a foreign language professional materials collection, in cooperation with the Center for Research on Language and Language Behavior.

The learning carrels contain a flexible configuration of audio and visual equipment. They are located in non-classroom areas and used during study-hall, lunch, outside of regular class hours and perhaps even on Saturday. Used as a cultural adjunct to learning, the new foreign language materials, each a two-year mini-course, consist of short episodes on slides, tapes or films surveying the range of of French and Spanish art, music and history. Non-foreign language materials are also adapted for individual study in various audio-visual formats.

The Associated Staff Training Program has developed a curriculum which trains school personnel to state and solve instructional problems. This curriculum adds to and enhances the skills required to deal with recurrent problems such as

maintaining classroom discipline, improving students' study habits and developing effective teaching and testing materials.

From the outset AST has been in continuing contact with school personnel in order to tailor the curriculum to their needs, and to test the effectiveness of each piece of teaching material as it was developed.

The materials included in the curriculum are primarily self-instructional so that a person interested in the program can work through a unit or several units on his own. The curriculum consists of three courses. Described below in some detail, each represents skill areas important in the maintenance or generation of solutions to school problems.

Defining the Goal

The first step in achieving a classroom goal is to state it clearly. This course teaches how to do that in interviews with teachers. The component skills of this course are: List all concerns, set priorities, describe both goal and present situation in measureable terms, and agree upon a plan to measure progress toward the goal.

Judging Student Progress

The second course teaches how to measure progress toward any goal. The component skills are: state behaviors that comprise an objective, devise measurement strategies, construct measures which maximize feedback to students and teachers, evaluate trial solutions, and estimate the generalizability of successful solutions.

Achieving Goals

Part One: Changing Student Behavior

Several general means to reach classroom goals are taught in this part of Course Three. They consist of recognizing and applying the following principles of behavior in classroom situations: reinforcement, extinction, discrimination and shaping. These principles are used to achieve a wide range of goals concerned with motivation, discipline and instruction.

Part Two: Managing Instruction

A set of specific means to reach classroom goals are taught in this part of Course Three. These include sequencing instruction, testing only what is taught, designing classroom activities and constructing feedback to insure persistence in spite of delays in reaching goals.

The Humanities-in-French program in concert with cooperating schools, consultants and Michigan teachers has realized two versions of a Humanities-in-French curriculum. Selection of course unit topics has been based on the interests of students and the advice of many widely respected consultants. The one-year and two-year courses remain somewhat open-ended since the subject of humanities and the culture of a people is vast indeed. The resulting flexibility will encourage each teacher to use new materials to improve his own course to the limits of the educational resources available.

The cognitive goals of the new programs are the perfection

of the target language skills, knowledge of humanistic achievements as well as significant features of the country in question. These include geographic and socio-economic attributes, contemporary values and behavior patterns. New cultural tests in French using written and audio-visual items, have been developed to measure progress toward the new goals.

Examples of the content are advanced units, in French, on values, technology, an area study of French-speaking West Africa and one of French Canada. The teaching materials provide integration of language skill development with the cultural content of each lesson. Many new instructional materials based on the art, music, and way of life of French speaking areas of the world have been developed.

The new courses are to be used at levels III and IV, usually the third and fourth years of high school.

Learning...

One would hope that many lessons learned during the implementation of a project of the magnitude and duration of FLICS could be summarized and passed along, to lighten the burden of future project personnel. Unfortunately this is impossible. Different people learned different things. Indeed, the entire venture could be viewed quite successfully as a staff development exercise. Graduate students shifted their vocational focus to education. Teachers, given time away from the demands of the classroom, gained insights and skills that would have taken many years to acquire in the classroom. Administrators learned and relearned the lesson that curriculum development is the development of people. These lessons really deserve more than the subjective recognition given here. One of the most important products of FLICS is the task force of trained and experienced curriculum development personnel that will be contributing to the field of education for years to come.

Since a high quality instructional product seems to have the same chance of being adopted as a low quality program, great attention must be paid to the implementation of a program. Careful introduction of a program, coupled with systematic follow-up and field work, can make a great deal of difference in its success.

Dissemination too is critical. In a curriculum development activity such as FLICS, it includes making an adequate number

of copies of materials as well as printing and distributing detailed brochures describing the programs. However, the main dissemination tasks we set ourselves were - development of demonstration classes convenient for observation by any teacher in Michigan, training of teachers in the use of new instructional materials, and bringing the new language programs to the attention of the professional audience. These goals were attained in varying measure by cooperation with the schools listed below, by the conduct of dozens of teacher training workshops, and by describing the work at state and national conferences and in journals. As a consequence, thousands of mimeographed curriculum documents were distributed to interested educators. The continuing school demonstration programs are in Ann Arbor, Lansing, Grosse Pointe, Pontiac, Traverse City, Sault Ste. Marie, and Marquette. Many other schools in and out of Michigan have adapted FLICS programs to their own needs.

Evaluation is useful. Teachers and administrators are increasing their abilities to ask important questions about a new program. Is it appropriate? Does it work? What does it lead to? Careful and well documented answers to these questions must be given if most school systems are to give the support needed for an effective and lasting change to take place. This is difficult during the initial phases of a project. However, involving teachers in preliminary data gathering to establish priorities goes a long way toward demonstrating to them that an as yet untested program at least is focusing on important needs.

Producing...

During the three years of its existence, FLICS project personnel have produced materials for the following purposes:

1. to improve oral language proficiency in English of Spanish speaking children, of inner-city children and of the culturally disadvantaged rural group.
2 to develop literacy in Spanish in Spanish speaking children and to acquaint them with the culture from which they have come.
3. to acquaint children of various ethnic backgrounds with the culture and language of their forefathers, and to help them develop concepts of culture and reduce possible ethno-centrism.
4. to acquaint non-ethnic background American children with another language and culture in order to reduce ethno-centrism.and to provide standards of cultural comparison.
5. to provide individual study programs in art, music and social studies as a cultural adjunct to foreign language learning.
6. to provide individual study programs for carrel use, in non-foreign language areas, such as home economics, electronics, woodshop, conservation, etc.
7. to train adults in analysis and solution of instructional problems.

All of the programs described below, evaluation reports, and evaluation instruments, are available from the Foreign

Language Consultant, Curriculum Division, Michigan Department of Education, Lansing, Michigan, 48902.

Preschool

Oral language materials in English and Spanish, in the form of a teacher's manual and eight weeks of lessons based on the linguistic and conceptual needs of four year old Spanish-speaking children of migrants, A Bilingual Oral Language and Conceptual Development Program for Spanish Speaking Pre-School Children.

These materials, developed in cooperation with the Michigan Department of Education, were used in the Migrant Centers throughout the State during the summer of 1968. A testing program was carried on during this period, and it was found that at the end of eight weeks the children were using English structures and vocabulary in a very acceptable way. The materials have been revised and they are now ready for distribution.

Kindergarten

For this age level there is the oral language curriculum for the teaching of English to Speakers of Other Languages (ESOL) and Standard English as a Second Dialect, (SESD). The student group for whom the materials are designed is made up of Spanish speaking children primarily, although we have found them to be effective as a model with other linguistically handicapped children, such as inner-city blacks and whites,

as well as culturally disadvantaged rural children.

For this age group also is the SSSD program, Standard Spanish as a Second Dialect, the Spanish counterpart of the kindergarten ESOL materials, using the same format. The target child is the native speaker of non-standard Spanish.

Primary Bloc

The Interdisciplinary Oral Language Program developed in cooperation with the Michigan Department of Education, is designed for use with migrant children in this age group. It is similar to the Preschool and Kindergarten Oral Language Programs, giving the child practice with linguistic and conceptual features needed to succeed in a standard school setting. Enough lessons for one year at the Primary One level will be available by September 1969.

The Learning Laboratory offers an elementary reading study program designed for the primary child. This is a developmental program to be used in conjunction with the Fernall kinesthetic approach to reading and writing.

The Cassette Take-Home Program, also of the Learning Laboratory, using social studies tapes can be used with third and fourth graders.

Upper Elementary

The Learning Laboratory offers the following self-study programs at this level:

French Explorers in Michigan

Great Lakes

Cassette Take-Home Program

Elementary Music

Junior High

Learning Laboratory programs at this level include:

Woodshop

Upper Peninsula History

Mathematical Games

French and Spanish mini-courses in art, music and social studies

A Hispano-American Language and Culture Curriculum (HALC) is designed to develop literacy in Spanish speaking students, and to acquaint them with the culture from which they have come. The cultural content for a two-year curriculum, a sequential outline of nonsyntactical patterns, and a model unit completely worked out which shows the integration and relationship of all facets of the program have been completed. The curriculum will be finished through Title VII, ESEA support.

Senior High School

On this level the Learning Laboratory offers the following programs:

Waitress Training

Business Education

Conservation

French and Spanish Mini-Courses in art, music, and social studies

The Humanities-in-French curriculum exists in two forms, namely, a one year version for fourth year students, and a two-year version designed for use during the third and fourth years. A most valuable addition to the curriculum, the Teacher's Manual, is now complete. It contains information on the teaching of all areas in the humanities, program outlines, pre and post-testing, audio-visuals and their sources, background readings for teachers and students, suggested activities and unit examinations.

The Polish Language and Heritage Curriculum is designed as a course outline that can be used by those wanting a semester, year, or two year program in Polish Humanities, or by those wanting a one or two week unit of social studies. This curriculum consists of six units of written materials and approximately 450 slides with taped commentaries in both Polish and English to accompany the text. A study guide for students and teachers is also included.

On the high school level also is the Dutch Language and Heritage Curriculum outline which closely resembles the Polish program in both format and purpose. It consists of a thematic bibliography of books, magazines, films and slides, especially suited to the interests of high school students, with concise overviews of the major areas of Dutch culture.

Teacher Training

The Learning Laboratory self-study programs can be used for in-service teacher training, particularly the French and Spanish art, music and social studies Mini-Course..

The Associated Staff Training curriculum is designed to meet the needs of schools attempting to solve instructional problems. The materials are primarily self-instructional. They are divided into three areas, each of which represents skills important in the maintenance or generation of solution to school problems. The areas are: Defining the Goal, Judging Student Progress, and Achieving Goals. A Course Manual of explanations and instructions for the student completes the curriculum.

Bibliographic Outline for the Teacher of the Linguistically Disadvantaged Child, (141 pp., annotated).

And growing.

The future holds great promise for the FLICS programs even without Title III funds. In some cases the programs will continue to be used as they are. Arrangements have been made for their continued dissemination through the Michigan Department of Education. In many cases programs will be extensively revised and adapted for new populations. It is clear that the programs will continue to have a substantial impact on education in Michigan and other states.

The Bilingual Curriculum Development Program has attracted widespread support for both kindergarten programs it produced and for extensive continuation of the programs, downward for younger preschool children and upward for linguistically handicapped primary bloc children. Teacher training seems to have been the key. Workshops designed to focus on linguistic interference have demonstrated to teachers that language problems can be anticipated and dealt with systematically. They then see the need for the careful linguistic and conceptual sequencing that characterizes the programs at these three levels. Continued development of these materials for the entire primary bloc will probably be supported by the Michigan Department of Education Migrant Program.

At the junior high level, the Hispano-American Language and Culture program will be modified and extended as it is used in the Lansing Public Schools Bilingual Program planned to begin in June, 1969.

The Humanities-in-French curriculum will be widely disseminated during the summer of 1969 through a summer institute and a follow-up year. The institute will be sponsored by the Humanities Teaching Institute and the Department of Romance Languages of Michigan State University with a grant from the U.S. Office of Education as authorized under the Education Professions Development Act. Teachers attending the institute will, hopefully, use a version of the Humanities-in-French curriculum during the 1969-1970 school year.

These extensions of the FLICS programs underline the fact that the three year Title III project was really the beginning. It resulted in programs, and more significantly people who are still growing, and producing, and learning.

CHANGE OF ADDRESS

Foreign Language Innovative Curricula Studies has come to its planned conclusion as a three year Title III, ESEA project. The project director, James McClafferty, will be pleased to answer questions about materials and the progress of the innovative programs which are continuing in Michigan and other states. His addresses are:

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